



# Tavistock Primary & Nursery School

## SEND Information Report

March 2023

## Our offer to children with Special Educational Needs and Disabilities.

### *1. What kinds of special educational needs are provided for by our school?*

Tavistock Primary and Nursery School is a mainstream school set on the edge of Dartmoor. We take great pride in being an inclusive school and are committed to ensuring that all children have the opportunity to develop and fulfil their potential. Our setting includes a Nursery Plus Team who support the learning needs of some very young children in our Nursery and in other local Early Years settings.

No pupil will be refused admission to school on the basis of his or her Special Educational Need or Disability (SEND, in line with the Equality Act 2010. We will do our best to provide effective educational provision for all pupils.

Pupils have Special Educational Needs if they have a learning difficulty or disability which makes it more difficult for them to learn than other pupils of their age (DFE Code of Practice 2015). They require education provision to be made for them, which is additional to or different from what is normally available in a differentiated curriculum.

Our school motto is 'Excellence for All' and we strive to achieve the best possible outcomes for all children.

The four areas of SEND, recognised by the SEND Code of Practice are:

**Communication and interaction**

**Cognition and learning**

**Social, emotional and mental health difficulties**

**Sensory and/or physical needs**

At Tavistock Primary School we recognise that pupils with SEND can have barriers to learning within any or all of these categories. All our pupils, including those with SEND, are treated as individuals, and SEND support and provision is highly personalised.

### *2. Who is responsible for children with SEND? (Special Educational Needs & Disability) .How can they be contacted?*

The Governing Board has overall responsibility for ensuring that the school makes necessary provision for pupils with SEND.

The Head Teacher, Mrs Laura Handel, has overall responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND Mrs Clare Lashley is our Special Educational Needs & Disability Co-ordinator (SENDCO) and is responsible for co-ordinating SEND provision across the school.

Miss Julie Cook is our Nursery Plus Teacher.

All class teachers are responsible for the day to day provision for children in their class with SEND.

Jade Hedges-Stearne and Portia McQuilkin, Family Support Workers, are based at Tavistock Primary School and can offer a range of support to families. Contact via the school website

to discuss the referral process.

*3. How do I contact the people responsible for SEND or arrange to meet them?*

School Contact Number: 01822 616044

SENDCO: Mrs Clare Lashley [00clashley@tavistock-pri.devon.sch.uk](mailto:00clashley@tavistock-pri.devon.sch.uk)

Please email directly, contact school office for a telephone call or face to face appointment, or arrange via class teacher. Mrs Lashley is in school Monday – Friday.

Nursery Plus Manager: Miss Julie Cook: [00JCook@tavistock-pri.devon.sch.uk](mailto:00JCook@tavistock-pri.devon.sch.uk)

*4. How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?*

We monitor the progress of all pupils continually. Some children's SEND are apparent before they start school, while other needs only become evident as children grow and develop. Sometimes, difficulties can occur suddenly and without obvious cause.

At Tavistock Primary School, we are committed to the early identification of SEND where possible. Home visits and transition visits are offered when pupils enter nursery, with information about additional needs shared. Nursery Plus support is provided for children who are identified as having additional needs during this phase, closely monitored by the Nursery Plus manager. This takes the form of 1:1 targeted interventions from trained Nursery Plus practitioners. Thorough transition plans then support children with SEND as they progress into the Reception classes. SENDCO and Reception teachers liaise with other Early Years settings to ensure that information about SEND is shared and that transitions are made smoothly.

Pupil progress is assessed by all teachers continually through a range of means: observation, daily in-class questioning and assessments, conferencing and standardised assessments. Teachers make judgments about progress at the end of each term, reviewed in Class Progress Meetings (CPMS). These meetings are attended by the SENDCO and Key Stage Leader, and are chaired by the Head or Deputy. CPMs also include termly data reviews, undertaken by the Senior Leadership Team. As a result of this process, pupils not making progress as expected are identified and additional provision is put in place.

Where a pupil is newly identified as needing additional support, we use Devon's Graduated Response Toolkit to help us ensure that our response is well matched to individual need.

*5. How does Tavistock Primary School make provision for pupils with special educational needs?*

*a) How does the school evaluate the effectiveness of its provision for such pupils?*

During CPMs, the progress of every individual is discussed and monitored. Any child who is not making expected progress is identified and provision is put in place to support the child's specific needs. A set of targets is decided upon and these are reviewed at subsequent CPM meetings, thus ensuring scrutiny of the effectiveness of any extra provision.

Some pupils require more targeted support than this. Class teachers prepare an Individual Education Plan which details the child's current barriers to learning, short term targets and strategies to help meet those targets. These are reviewed at least three times a year and the impact of the strategies is evaluated by teachers and monitored by the SENDCO.

Some pupils with SEND will not require an IEP but will have a Relational Support Plan (RSP). This is a plan written to detail the highly personalised emotional support that some children need in order that they feel safe and secure enough to learn in school. These plans are reviewed and updated at least three times a year and often more frequently in response to children's developing needs.

Education Health and Care Plans (EHCPs) are issued by the Local Authority for children with SEND whose needs cannot be met through the provision currently available in school. EHCPs identify educational, health and social needs and set out the additional support necessary to meet those needs. A request for assessment for an EHCP (called an EHCNA) can be made by parents, school staff or other professionals.

Reviews of Education Health and Care Plans (EHCPs) are held annually with parents, other professionals and contributions from pupils where possible. Information is gathered from IEPs, class teachers, TAs and classroom work to enable progress towards objectives to be evaluated. These reviews are led by the SENDCO and recorded on the Local Authority's online portal.

*b) What are the school's arrangements for assessing and reviewing the progress of pupils with special educational needs? (How will both you and I know how my child is doing and how will you help me to support my child's learning?)*

We have an 'open door' policy where parents who have concerns are encouraged to make appointments for additional meetings via the school office or directly with the SENDCO.

Parents are invited to discuss their child's progress at least three times a year with the class teacher. Strategies for supporting at home will be discussed at these meetings.

IEPs and RSPs are sent home three times a year and parents can return written comments or ask for an appointment with the SENDCO or class teacher.

*c) How will the school staff support my child?  
How will the curriculum be matched to my child's/young person's needs?*

At Tavistock Primary School, we provide a variety of personalised support for children with SEND so that individual needs are met in the most appropriate way. We endeavour to ensure that all children with SEND are taught alongside their peers in classes where they study the National Curriculum.

All teaching staff have a good understanding of ways in which they can adapt their lessons, planning and assessments in order to meet the needs of children with SEND. They do this by:

- Providing work at an appropriate level
- Adapting tasks and questions to ensure suitable levels of challenge

- Ensuring a suitable and inclusive learning environment
- Being sensitive to the individual needs of children
- Working to remove barriers to learning
- Providing appropriate resources

The school also regularly accesses external agencies when appropriate to offer advice on how to enhance provision. External agencies include:

Speech and Language Therapy

Education Psychology

Social, Emotional and Mental Health advisory team

Communication and Interaction advisory team

#### *How does the school adapt the curriculum and learning environment for pupils with SEND?*

We carefully plan for SEND provision through different teaching approaches and all teachers take part in Environmental Audits to ensure that classrooms support the needs of children with SEN.

Pupils with SEND may spend some part of the day learning in a smaller group or 1:1 with a teacher or Teaching Assistant. Others may need the support of a 1:1 TA in order to access the general classroom environment.

For children with complex needs we record interventions on Individual Education Plans which are shared and reviewed with parents at least 3 times a year.

#### *What is the additional support for learning that is available to pupils with SEND and how is the decision made about the type and how much my child will receive?*

Class teachers, SENDCO and Senior Leaders regularly review progress, as detailed above. Where it is found that pupils are not making expected progress through the planned provision, further interventions are explored using the Devon Graduated Response Tool as appropriate. We can provide a range of interventions to support, including:

1:1 reading

Attachment Based Mentoring

Meet and Greet

1:1 in class support

Precision teaching

Social Skills groups

Play therapy

Playground buddies

Counting to Calculating

TRUGS (Teaching Reading Using Games)

Attention Autism

Not all of these interventions are available all the time. They are responsive to need and dependent on availability of resources.

Interventions may be short or longer term. They are detailed on CPM documents and/ or IEPs.

*How does the school enable pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs?*

Our school is accessible to people with disabilities and we are committed to make reasonable adjustments to make our school inclusive for all children. Year 6 classrooms are on the first floor and there is a wheelchair accessible lift. We have a disabled toilet and ramps in school. Other adaptations are made to the school environment when necessary to support individual need. We make every endeavour to plan and adapt activities in which all children can be included.

*What support is available for improving the emotional, mental and social development of pupils with special educational needs?*

At Tavistock Primary and Nursery School we strongly believe that children need to feel safe and secure in order to be ready to learn. We have a firm focus on positive relationships with pupils and follow a 'Relational Approach' to support the inclusion and well being of all pupils. Children need differing levels of emotional support at different times in their lives, and we provide this in many ways. Examples include:

Individual Play Therapy provided by a trained Play Therapist  
Attachment Based Mentoring. We currently have four trained practitioners who work with children throughout the school  
Relational Support and Care plans  
Conflict Resolution approach used by all staff and pupils at playtimes and throughout the day  
'Zones of Regulation' programme with individuals and groups of children  
Regular 'Garden Days' as an essential part of the curriculum  
'Tell' boxes in classrooms, as opportunities for pupils to express and share ideas and worries  
A PSHE curriculum that aims to teach children to be emotionally and socially healthy.  
Playground Buddies  
Individualised 'Meet and Greet' for some children

The welfare of all children is our main priority. Any concerns are communicated to the school's Head Teacher, who is the Designated Safeguarding Lead.

*What are the arrangements for consulting young people with special educational needs about, and involving them in, their education?*

All children are supported to understand their next steps of learning. Children who have additional needs all have targets which are shared, discussed and worked upon with those members of staff who are providing their additional support.  
Children who have EHCPs give their views using a simple questionnaire, supported by a familiar member of staff.

*7} What are the arrangements made by the governing board relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school?*

If you would like to discuss any aspect SEND provision at the school, please contact your child's class teacher, the SENDCO or the Head Teacher to share your concerns as soon as possible.

If you wish to make a complaint about the school's provision, please direct your grievance to the school's chair of governors via the school office.

*How does the governing board involve other agencies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils?*

As a Devon school, we use the 'Early Help' process to draw upon the expertise of other agencies who can support the children in our care. Details of this process are on the Devon Local Offer website.

Devon Local Offer Website: <https://www.devon.gov.uk/education-and-families/send-local-offer/>

Where appropriate, we access the full range of support services available to Devon Schools. Details of these can also be found on the Devon Local Offer website.

We also have strong links with our local Children's Centre who work with children from 0-8 years old and their families. The Children's Centre has a very informative website that details all the support they can offer:

<https://www.actionforchildren.org.uk/in-your-area/services/childrens-centres/west-devon-children-s-centre/>

A full range of services available in Devon, including support for children with SEND can be found at:

<https://www.pinpointdevon.co.uk/>

*What are the contact details of support services for the parents of pupils with special educational needs?*

Parents can access support through the following websites:

Devon Local Offer Website: <https://www.devon.gov.uk/education-and-families/send-local-offer/>

Devon Pathfinder Website: [www.devonsendpathfinder.info/local-offer](http://www.devonsendpathfinder.info/local-offer)

Devon Information and Advice Service website: [www.devonias.org.uk](http://www.devonias.org.uk)

*What are the school's arrangements for supporting pupils with special educational needs in a transfer between phases of education? (How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?)*

We ensure that all children undergoing a transition are supported to minimise the impact of transition on educational attainment and social and emotional wellbeing.

Children with SEND who have received Nursery Plus provision are supported by detailed transition plans as they move into the Reception Classes. SENDCO and Reception teachers also liaise with other Early Years settings to ensure that information about SEND is shared and that transitions are made smoothly.

At the end of each academic year, class teachers meet to pass on all relevant information about pupils so that new teachers are fully informed about the needs of their new class. This includes all SEND information.

At the end of the summer term, we have a 'Moving on up day' where the whole school moves up into their new class. This gives children and teachers the opportunity to meet each other before the beginning of the new school year in September. For most children, this can be enough but we recognise that some children need some additional support. In these circumstances, we organise an enhanced transition where children have further opportunities to meet with their new Teacher and Teaching Assistants and become familiar with their new environment. For some children, we also provide a booklet of photos to take home over the summer holiday so that the transition work can continue in the home.

All children in Year 6 are provided with transition sessions organised by their new school. In addition, the SENDCO meets with key members of staff in the new school to ensure that all SEND information follows the child. Enhanced transition arrangements can also be made for children that need extra support above and beyond the usual arrangements.

For children with EHCPs, transition begins at the Annual Review in Year 5 where next steps are discussed. All relevant agencies are invited to these meetings to ensure that the EHCP is updated to reflect the changing needs of the child.

During all these different processes, we ensure that parents are consulted and fully involved in transition arrangements as we recognise that this can sometimes be a worrying time for all involved.

*Where can I find information on where the local authority's local offer is published?*

[www.devon.gov.uk/send](http://www.devon.gov.uk/send)



